

English IV: Communication for Life Curriculum Standards

Course Description: English IV: Communication for Life* is a nontraditional course that integrates the standards of writing, reading, viewing/representing, and speaking/listening with a rigorous hands-on, workplace-oriented approach. Students will comprehend and produce a wide variety of texts; recognize and create practical and persuasive forms of communication; and use appropriate technology and media forms. The course emphasizes communication, problem-solving, and critical thinking skills necessary to enable students to deal effectively with cultural and ethnic diversity in a rapidly changing world.

English IV: Communication for Life is a course for students with average or above-average skills, who may or may not be college bound. **This is not a remedial course.**

The standards and learning expectations of this course refer to student behaviors such as speaking and listening. The developers recognize that not all students use the same modalities for such behaviors. Assessment of student competence will be tailored to the appropriate modality for performance of the student.

*The school may opt to offer the course for an English III credit instead of English IV.

Standard 1.0: Writing

Standard: The student will develop skills necessary to produce written texts that can be read and interpreted by various audiences.

Standard Rationale: Writing is a lifelong interactive process that is used to communicate with a variety of audiences and for a variety of purposes. To accomplish writing tasks more effectively, students adapt language conventions appropriately according to context and use a variety of strategies.

Learning Expectations:

The student will

- 1.01 Write to process knowledge, to clarify thinking, to synthesize and evaluate information, to improve study skills, to gain confidence, and to promote lifelong communication.

Performance Indicator:

The student is able to

- Demonstrate critical thinking in written communication.

Learning Expectations:

The student will

- 1.02 Write frequently for a variety of purposes.

Performance Indicator:

The student is able to

- Demonstrate persuasive writing.
- Demonstrate narrative writing.
- Demonstrate descriptive writing.
- Demonstrate expository writing.

Learning Expectation:

The student will

- 1.03 Use a variety of strategies to produce such documents as memos, resumes, letters, applications, proposals, and technical instructions.

Performance Indicators:

The student is able to

- Compose logical and understandable summaries, explanations, directions, descriptions, and correspondence (letters, memos, reports, and recommendations), using acceptable standards of grammar, punctuation, capitalization, and spelling.
- Use appropriate layout and format to enhance communication.

Learning Expectations:

The student will

- 1.04 Identify and write for a variety of audiences.

Performance Indicators:

The student is able to

- Adjust content, style, and vocabulary to meet the needs of the audience.
- Adjust levels of diction as determined by audience, purpose, and occasion.

Learning Expectations:

The student will

- 1.05 Approach writing tasks systematically and use, when appropriate, elements of the writing process: prewriting, drafting, revising, editing, and publishing.

Performance Indicators:

The student is able to

- Demonstrate mastery of the writing process through the completion of a research paper.
- Review and edit written reports and memos.

Learning Expectations:

The student will

- 1.06 Construct organized writing, including, but not limited to clear focus; well-developed ideas; syntactic variety; effective transitions; appropriate voice, word choice, and tone; standard English usage (mechanics, spelling, sentence structure).

Performance Indicators:

The student is able to

- Write grammatically correct and logical phrases and sentences.
- Compose logical and understandable summaries, explanations, directions, descriptions, and correspondence (letters, memos, reports, and recommendations), using acceptable standards of grammar, punctuation, capitalization, and spelling.
- Compose a logical and understandable report, using acceptable standards of grammar, punctuation, capitalization, and spelling.

Learning Expectations:

The student will

- 1.07 Use primary and secondary sources to conduct inquiry-based research in order to present information in a variety of formats which use summaries, paraphrases, outlines, direct quotations, internal documentation, and works cited pages.

Performance Indicators:

The student is able to

- Demonstrate mastery of the writing process through the completion of a research paper.
- Summarize and take notes from various sources.
- Outline information from various sources.

Learning Expectations:

The student will

- 1.08 Use and credit sources correctly in written products.

Performance Indicators:

The student is able to

- Cite quotations, paraphrases, summaries, and data correctly to avoid plagiarism.

Learning Expectations:

The student will

1.09 Develop personal and analytical responses to texts and experiences.

Performance Indicators:

The student is able to

- Summarize and take notes from various sources.
- Demonstrate critical thinking in written communication.
- Examine formal and informal performance evaluations.

Learning Expectations:

The student will

1.10 Incorporate data and graphics in visual form to support a written document.

Performance Indicators:

The student is able to

- Use appropriate layout and format to enhance communication.
- Design a written report that utilizes student-created graphics.

Sample Tasks:

- ❑ Select a recent current event or personal experience and write a narrative or descriptive response.
- ❑ Introduce a prompt, such as a workplace problem between employees, and compose a solution to the problem in a journal.
- ❑ Each student composes written, bulleted directions from school to his or her home. The directions must be specific, stating distances, landmarks, direction, and road names. Include a map or other visual as a part of the project.

Integration/Linkages: English IV, Career Preparation

Standard 2.0: Reading

Standard: The student will demonstrate the skills for reading with understanding and responding to written texts.

Standard Rationale: Reading is a lifelong process through which readers acquire and apply knowledge, become productive citizens, enhance self-esteem, and increase aesthetic appreciation of the written word. The act of reading requires students to differentiate between fact and fiction and discriminate between varied sources.

Learning Expectations:

The student will

- 2.01 Develop an understanding of and respect for cultural, gender, and ethnic diversity in language use, patterns, and dialects.

Performance Indicators:

The student is able to

- Respond to literary selections representative of a diverse population.

Learning Expectations:

The student will

- 2.02 Extend technical reading vocabulary and demonstrate fluency and comprehension in technical reading.

Performance Indicators:

The student is able to

- Comprehend technical words and concepts that pertain to a particular occupation.
- Follow complex written directions.
- Understand forms, diagrams, memos, and letters.

Learning Expectations:

The student will

- 2.03 Utilize a variety of interactive reading strategies (skimming, scanning, summarizing) appropriate to text.

Performance Indicators:

The student is able to

- Adjust strategy to purpose and type of reading (skimming, scanning, summarizing).

Learning Expectations:

The student will

- 2.04 Improve comprehension by interpreting, analyzing, synthesizing, and evaluating written text.

Performance Indicators:

The student is able to

- Interpret data presented in tables, charts, graphs, maps, and another occupationally relevant visuals, alone and in combination with related texts.
- Evaluate information contained in different sources.

Learning Expectations:

The student will

- 2.05 Restate or paraphrase a written selection to clarify understanding of text.

Performance Indicators:

The student is able to

- Summarize the main idea and supporting details from a written text.

Learning Expectations:

The student will

- 2.06 Read independently for a variety of purposes.

Performance Indicators:

The student is able to

- Read independently to respond to teacher-/student-generated questions, to gather information, to present information, and to expand knowledge.
- Read independently for personal enjoyment.

Learning Expectations:

The student will

- 2.07 Interpret ideas, recognize logical relationships, and make judgments based on sufficient evidence.

Performance Indicators:

The student is able to

- Analyze a written problem to determine the solution.

Learning Expectations:

The student will

- 2.08 Interpret resource materials (e.g., tables, diagrams, charts, graphs, drawings, maps, and photographs) to increase understanding of the text.

Performance Indicators:

The student is able to

- Interpret data presented in tables, charts, graphs, maps, and other occupationally relevant visuals, alone and in combination with related texts.
- Use reference materials, such as encyclopedia, thesaurus, dictionary.

Learning Expectations:

The student will

- 2.09 Read, respond to, and interpret print and nonprint texts.

Performance Indicators:

The student is able to

- Recognize visual cues to meaning (layout, format, typography).

Learning Expectations:

The student will

- 2.10 Respond to reading selections by making connections.

Performance Indicators:

The student is able to

- Acknowledge personal, historical, literary, and sensory responses to texts.

Learning Expectations:

The student will

- 2.11 Validate personal interpretations of reading selections using textual support.

Performance Indicators:

The student is able to

- Provide evidence from text to support personal interpretation.

Learning Expectations:

The student will

- 2.12 Identify an informational need, determine the most appropriate source, and utilize selected materials.

Performance Indicators:

The student is able to

- Use all available resources to find the most appropriate, reliable, and valid sources of information.

Sample Tasks

- ❑ Read a report and draft a memo that clarifies the main thrust of the meeting.
- ❑ Read a timed selection for detail, using skimming and scanning.
- ❑ Students will identify the perpetrator of a crime. Without teacher assistance, students must logically compile the clues (on strips of paper) to identify the perpetrator. Only when the class has reached a consensus decision, will the class approach the teacher with their solution.

Integration/Linkages: English IV, Career Preparation

Standard 3.0: Viewing and Representing

Standard: The student will use, read, and view media/technology and analyze content and concepts accurately.

Standard Rationale: Visual communication is an essential element of today's rapidly changing technological society. Students must learn how to communicate effectively using visual media for specific purposes and audiences. Furthermore, as consumers, they must develop the skills to discern and evaluate the persuasive devices inherent in media and technology.

Learning Expectations:

The student will

- 3.01 Relate media selection to audience and presentation purpose.

Performance Indicators:

The student is able to

- Select appropriate print/nonprint media as a mode of communication.

Learning Expectations:

The student will

3.02 Use media to create, to display, to explain and to present information.

Performance Indicators:

The student is able to

- Access and demonstrate multiple technological reference sources.
- Use electronic media (e.g., websites, databases, discussion boards, emails) and other audio-visual media to conduct research and to create and present research-based products.
- Prepare a presentation using media format(s) appropriate to the type of information to be conveyed.
- Prepare graphics for the purpose of interpreting, clarifying, and communicating information.

Learning Expectations:

The student will

3.03 Research, critique, and present information from print and nonprint media.

Performance Indicators:

The student is able to

- Evaluate varied media resources and information for accuracy, validity, and reliability and incorporate them in a presentation (e.g., assess textual and design cues in determining validity).
- Use higher order thinking skills (e.g., distinguish between fact and opinion, analyze cause and effect, evaluate alternatives) to formulate interpretations, make inferences and draw conclusions from print and nonprint media.

Learning Expectations:

The student will

3.04 Evaluate the effect of production elements used in print and nonprint media.

Performance Indicators:

The student is able to

- Analyze the impact of production elements, e.g., font, color, layout, graphics, lighting, sound, camera angle, on the message.

Learning Expectations:

The student will

3.05 Recognize the need for attention to nonverbal messages in the presentation of self.

Performance Indicators:

The student is able to

- Recognize and use nonverbal cues, body language, that influence the meaning of communication.
- Identify the impact of communication on job success.
- Identify causes of interpersonal conflict based on representation of different perspectives, values, and attitudes.

Sample Tasks:

- ❑ Teams of students will follow one character in the movie *Twelve Angry Men*. Students will identify (check off) their character's behavior, considering verbal and nonverbal cues. Students will evaluate their character's role as a member of this societal team.
- ❑ Develop a partnership with a local industry to develop a user-friendly publication. For example, students can prepare for publication an agency report that provides the community important scientific data. Include relevant graphs and drawings. The project can be cross-curricular involving other departments within the school.

Integration/Linkages: English IV, Career Preparation

Standard 4.0: Speaking and Listening

Standard: The student will express ideas clearly and effectively in a variety of oral contexts and apply active listening in the analysis and evaluation of spoken ideas.

Standard Rationale: Throughout their lives, students will communicate through speaking and listening as informed individuals, as employees and co-workers, and as family and community members. Students must be aware of audience, speaker, and purpose in order to communicate ideas effectively and confidently.

Learning Expectations:

The student will

4.01 Present a clear, concise, and complete position.

Performance Indicators:

The student is able to

- Use and/or demonstrate an understanding of appropriate volume, pitch, rate, diction, inflection, gestures, and body language to facilitate confident communication in a variety of speaking situations.
- Use and cite valid research for oral presentations.
- Adjust the level of language usage (grammar, content, style, vocabulary, jargon) to the audience and the purpose.
- Demonstrate critical thinking in the delivery of information.

Learning Expectations:

The student will

4.02 Demonstrate active and critical listening skills.

Performance Indicators:

The student is able to

- Recognize the presence of mixed messages (conflict between verbal and nonverbal) and evaluate their effect on the communication.
- Analyze the impact of the speaker's and the listener's perspectives and nonverbal cues on the message communicated.
- Evaluate a variety of oral presentations.
- Differentiate between listening and hearing.

Learning Expectations:

The student will

4.03 Demonstrate effective interpersonal skills in discussions.

Performance Indicators:

The student is able to

- Differentiate between communication styles for co-workers, customers, and supervisors.
- Recognize the importance of the initiative, the creativity, and the worth of each individual in the communication process.
- Identify causes of interpersonal conflict.
- Identify various ways to handle criticism.

Learning Expectations:

The student will

4.04 Diagnose and solve problems logically and creatively through speaking, listening, and viewing.

Performance Indicators:

The student is able to

- Verbally analyze, interpret, and evaluate print and nonprint texts.
- Determine when more information is needed and ask appropriate questions to get more information.

Sample Tasks:

- ❑ Students will deliver a one-minute extemporaneous speech on a topic they pull out of hat. They may opt to choose a second topic, but forfeit the first topic, if they so choose. At the conclusion of the one-minute speeches, they are given a five-minute preparation period and then re-deliver the one-minute speeches. Discussion of diction, tone, and rate take place in the classroom.
- ❑ Students will interview each other and prepare, first, a written and, then, an oral presentation about the partner. The audience takes notes on the speeches and will later be assessed about the content of the speeches.

Integration/Linkages: English IV, Career Preparation

Materials/Resources for English IV: Communication for Life

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